DOCUMENT RESUME

ED 273 849 CE 045 114

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TITLE How to Set Up Latch Key Programs Providing Experiential Opportunities for Child Care Students. Process Manual.

INSTITUTION Winnebago Community Unit School District 323, Ill.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 1 Jun 86
CONTRACT R-21-26-X-4-2-528
NOTE 43p.; For a related document, see CE 045 115.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *After School Programs; Child Caregivers; *Latchkey Children; *Occupational Home Economics; *Program Development; Program Guides; Program Implementation; *School Age Day Care; Secondary Education; *Work Experience Programs

ABSTRACT

Information and materials are presented to aid in the development of an after school program for latchkey children. An introduction describes the program that served as the basis for this manual and that provided this community service while giving hands-on learning experience to high school vocational child development and child care students. Contents include steps in setting up a latchkey program, answers to frequently asked questions about the program, a list of useful community resources, and overviews of child development and child care classes. Also included are samples of the high school child care curriculum lesson plans, a listing of the resources used, and samples of lesson plans developed by the child care leaders that were implemented in the Latch Key Program. An appendix contains an application form for project coordinator, Latch Key Program guidelines, off-grounds permission form, parent evaluation form, child care student evaluation form and results, program registration form, correspondence, and monthly recordkeeping sheet. (YLB)

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PROCESS MANUAL: How to Set Up Latch Key Programs Providing Experiential Opportunities for Child Care Students

Illinois State Board of Education

Adult, Vocational and Technical Education

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PROCESS MANUAL: How to Set Up Latch Key Programs Providing Experiential Opportunities for Child Care Students

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Research and Development Section

July, 1986

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Process Manual: How To Set Up Latch Key Programs Providing Experiential Opportunities for Child Care Students
2. Date material was completed: June 1, 1986
3. Please check one: New material [x] Revised material [ ] Field-tested material [ ]
4. Originating agency: Winnebago High School District #323
   Address: 407 N. Elida St. Winnebago, IL Zip Code: 61088
5. Name(s) of developer(s): Julie Nichols and Trudy Hamilton
   Address: 407 N. Elida St. Winnebago, IL Zip Code: 61088
6. Developed pursuant to Contract Number: R-21-26-X-4.2-528

7. Subject Matter (Check only one according to Department of Education Code):

Code

- [ ] 01 Agricultural Education
- [ ] 03 Business and Office Education
- [ ] 04 Distributive Education
- [ ] 07 Health Occupations Education
- [x] 09 Home Economics Education
- [ ] 10 Industrial Arts Education
- [ ] 16 Technical Education
- [ ] 17 Trade and Industrial Education
- [ ] 22 Cooperative Education
- [ ] Career Education
- [ ] Other (Specify)

8. Education Level:

- [ ] Pre-K Thru 6
- [ ] 7-8
- [x] 9-10
- [x] 11-12
- [ ] Post-Secondary
- [ ] Adult
- [ ] Teacher (Pre-service)
- [ ] Administrator (Pre-Service)
- [ ] Other (Specify)

9. Intended for Use By:

- [ ] Student
- [x] Classroom Teacher
- [x] Local Administrator
- [x] Teacher Educator
- [ ] Guidance Staff
- [ ] State Personnel
- [ ] Other (Specify)

10. Student Type:

- [x] Regular
- [ ] Disadvantaged
- [ ] Handicapped
- [ ] Limited-English Proficiency
- [ ] Other (Specify)

11. Medium and Format of Materials:

[x] HARDCOPY	[ ] VIDEOTAPE	[ ] FILM	[ ] MICROFICHE
No. of pages 36	____ Minutes	____ Minutes	[ ] B & W
[x] Paper bound	[ ] B & W	[ ] B & W	[ ] Color
[ ] Hard bound	[ ] Color	[ ] Color	
[ ] Loose-leaf	____ inches	____ mm	
Photos: Yes ____	No ____		
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16 General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet, if necessary.) The manual is to be used to assist persons interested in setting up programs for Latch Key Kids utilizing Child Care Students as leaders.

17 Person Completing this Abstract Trudy Hamilton

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TABLE OF CONTENTS

	PAGE
Introduction	1
Descriptive Terms Used	2
Steps in Setting Up a Latch Key Program	3-4
Information Frequently Requested	5-7
Community Resources	8
Child Development and Child Care Class Overviews	9
Lesson Plans	10
Child Care Students Lesson Plans	11-13
Resources	14-15
Latch Key Kids Lesson Plans	16-18
Letter to Latch Key Program Developers	19
Appendix	20
Application Form for Project Coordinator	A
Latch Key Program Meeting	B
Latch Key Program Guidelines	C
Off Grounds Permission Form	D
Parent Evaluation	E
Child Care Student Evaluation	F
Results of Student Evaluation	G
Latch Key Kid Registration Form	H
Medication Permission Form	I
Letter to Teachers of Latch Key Children	J
Letter to Parents Requesting Participation	K
Letter to Organizations Requesting Support Funding	L
Monthly Record Keeping Sheet	M

INTRODUCTION

Currently we are in a trend where parents of school age children are working. This new home life creates a situation where many school age children are left at home by themselves either before or after school. These children are often referred to as "Latch Key Kids". Many parents are uncomfortable with this situation, but haven't found any viable options in their communities.

We have developed an after school program for these children using our vocational child development and child care students as the leaders in the program. These high school students attend child development and child care classes as a part of their vocational high school curriculum. During these classes they learn about childhood developmental tasks, explore various recreational activities suitable for children at different ages, prepare nutritional snacks, discuss discipline techniques, explore creative activities that are age level appropriate, become aware of day care practices and functions and develop daily lesson plans for the children in the program. After school the Child Care Students implement their lesson plans and learning experiences into the program conducted at the grade school for our "Latch Key Kids".

This program not only provides valuable "hands on" learning experience for our high school vocational child development and child care students, but also provides an important community service. Many of our working parents are concerned about their children and their unsupervised activities before and after school days. This plan offers a solution to the parents, gives the child healthy activities after school, and educates our high school students in early childhood education programs to help them become better prepared for child care positions in the community after high school graduation.

DESCRIPTIVE TERMS USED THROUGHOUT HANDBOOK

CHILD DEVELOPMENT (CD) AND CHILD CARE (CC) INSTRUCTOR - (used interchangeably with Home Economics Instructor) The person who actually teaches the high school child development and child care classes, and schedules and observes the CC students in the lab experience (after school) known as "The Latch Key Program."

CHILD CARE STUDENTS (CC students) - The sophomores, juniors, and seniors who are enrolled in a vocational child care course. In order to gain laboratory experience, these students prepare and implement lesson plans (after school hours) in the Latch Key Program. The students work from 3:30-6:00 p.m., and earn $4.00 a day.

PROJECT COORDINATOR - The adult who directs the day-to-day operations of Latch Key. This person is ultimately responsible for the high school Child Care Students as well as the Latch Key participants.

PROJECT DIRECTORS - The writers of the proposal and the reports that must be done. The project directors in our situation are the vocational guidance counselor and the vocational director.

STEPS IN SETTING UP A LATCHKEY PROGRAM

Setting up a Latch Key Program takes both time, and committment to work with others.

1. Administrative support of the superintendent and all principals who will have pupils or personnel involved, and/or house the site of the program is essential.

2. A child care instructor who is enthusiastic, cooperative and willing to put in supervisory time after school is a must if your program is to be "vocational" and present "laboratory experiences" as ours has. This person works directly with the Project Coordinator. There is day-to-day contact with the CC students and not only is this person an instructor but a "supervisor".

3. A Project Coordinator who can warmly greet each Latch Key participant and share in the highlights and lowlights of their day sets the tone of your Latch Key Program. A mentor who can lead the CC student teachers by example, act as a bookkeeper of payments, and serve as public relations person to the community are roles this person may have to fill. This person truly dictates the success of your Latch Key Program!

4. Logistics of a program such as this can sometimes seem overwhelming. They may incude:

   A. A site that will be available on a daily basis is necessary as:
      1. Access to an outdoor play area, and/or equipment
      2. A large room within the site for activities as well as snacks to be served (tables)
      3. Storage facilities for snacks
      4. Telephone access
      5. Restroom access
      6. Places for hats, coats, mittens, boots, etc.
   B. The number of children to be served
      1. Age requirements
      2. Finding eligible children for the program including recruiting and publicity
   C. Transporting children to the site
   D. Accountability for absent children
   E. Hours of the program, the calendar schedule, and provisions for snow days, etc.
   F. Adjusting the child care classroom curriculum to accomodate creative lesson planning and constantly changing activities
   G. Soliciting community donations for support

Logistics or not, a vocational recreational Latch Key Program can provide a laboratory situation and new life in a home economics curriculum. Additionally, your school district can

be involved in a tremendous community service project. And last but not least, quality after school child care, which a Latch Key Program can provide, can hopefully help to provide many positive after school activities with a child's own peer group opposed to being home alone.

INFORMATION FREQUENTLY REQUESTED

1. How did the program get started?

Basically we started the program with the idea that our Child Care students needed some "hands on" learning experiences in which they could apply their actual classroom lessons. Concurrently, we were aware of the growing need for child care in the before and after school situations, so we decided to combine both needs and created the program.

2. How did you find the Latch Key Kids to be in the program?

We publicized the program. First we started with articles in the local newspaper, and followed up with posters in all of our local public places. We did some local recruiting in the area neighborhoods. Initially there was a genuine concern on our part if we would have enough Latch Key kids to run the program, but to our surprise we ended up with an overwhelming response, expanded our program and still had a waiting list.

3. How do you get the Child Care Students to keep their committments of supervision?

There are several factors which we feel are essential to get the cooperation that is needed.

a. The Child Care Students are paid for their work. We pay $4.00 for the 2 and 1/2 hours. We have three Child Care leaders and one director present daily to supervise approximately thirty latchkey kids.
b. The instructor is very considerate and lenient in scheduling the Child Care Student's supervision time around their wants and needs.
c. The teaching experience is a class requirement that the Child Care Students are aware of when they enroll in the class.
d. The instructor and the director make it a very positive learning experience for the Child Care Students and the Latch Key Kids.
e. The Child Care Students are excited about implementing their own lesson plans and seeing the results.
f. Its fun!

4. Do you need to be licensed as a day care center?

It is our understanding that if it is an after school situation, held in the school, and an integral part of school programs that licensing is not required. However, DCFS guidelines have been explored and defined in the actual classroom lessons and our program more than adequately adheres to these specifications. A program with different circumstances would obviously require that licensure guidelines be met.

5. Do the parents pay for this service?

The ultimate goal of any program such as this is to operate in a cost efficient manner. Initially our parents did not pay but were asked to donate on a basis of a dollar a day per student. The reason for this was that we were established as a pilot program and received funding from the State Board of Education to establish this program as a model for other schools to emulate.

In an attempt to move the program to an independent basis, during the 1985-86 school year, we are requiring that parents pay the dollar a day per student to help pay for the costs of the program.

The program during the 1986-87 school year will be run on a self supporting basis and we are planning to charge $2.00 a day per student. We are estimating that this will minimally cover expenses. We will need a parent committment to the number of days their children will be present in the program and a non refundable prepayment for that monthly amount.

6. What qualifications do you have for your project coordinator?

Legally there are not any educational qualifications that are needed. We had application forms (see Appendice A) printed which were similar to most job applications and used these for our applicants. One qualification we have found to be a big asset is the coordinator's educational background that gives supervisory and organizational experience within a school setting. The main personal characteristic to consider is the coordinator's personality and ability to communicate, coordinate and supervise the Child Care Students and the Latch Key Kids. The coordinator makes the program what it is.

7. What qualifications do you have for your child development and child care instructor?

Child development and child care occupations I are taught by an instructor with a home economics background. As indicated in Document I The Illinois Plan for Evaluation Supervision and Recognition of Schools, an instructor in this area needs 24 hours in the field of home economics and 8 hours in human development.

8. How do you handle Latch Key Kid absences?

If a child needs to be absent from the program, it is the parent's obligation to inform the school of their intended absence. If we are responsible for thirty elementary children we need absolute cooperation in this matter. Before school began in the fall, we had a mandatory meeting for the parents of our Latch Key Kids to explain the program and emphasized the importance of our rules, guidelines and intended

intended consequences if their cooperation was not received.(See Appendice B)

9. Are there any additional areas of concern that need to be addressed?

   a. Space location and limitations.
   b. Students bringing appropriate clothing for outside recreational activities.
   c. Parents picking children up at designated times.
   d. Transportation for Child Care Students.
   e. Limiting enrollment to approximately 10 students for each Child Care Student.
   f. Communication among all persons involved, parents, students, teachers, directors etc.
   g. Media presentations and publications.
   h. Guidelines for the parents of the "Latchkey Kids". (See Appendice C)
   i. Permission slips for children.(See Appendice D)

COMMUNITY RESOURCES

The use of community resources has been a very positive part of our Latch Key Program. Not only have they provided important services for us, but in the infancy of any program the more people that are aware of the offering, the better. Resources, service clubs, etc. will obviously vary from locale to locale, but the end result is the same - a greater involvement by community people who in turn will help to communicate Latch Key availability to others.

Community resources utilized have included:

1. YMCA & YWCA - Instructors have come to the Latch Key site and given demonstrations on the activities they teach.

2. COMMUNITY LIBRARY - Has provided weekly films, discussions and/or puppet shows, in addition to hosting weekly field trips (during season walking weather) to allow Latch Key children to draw out materials.

3. NEWSPAPERS - Our local newspaper (Winnebago News) has carried an insurmountable amount of articles from announcing the beginning of the program to monthly stories on activities being pursued. Additionally, the Rockford Register Star, a larger metropolitan newspaper has carried articles as well.

4. SERVICE & SOCIAL GROUPS - Including the Winnebago Community Center (formerly the Grange), and Women for Winnebago have donated money to the program. Agencies including Lions, JayCees, and Kiwanis could be tapped for resources. Social groups including Parents Too Soon and the Contact Children's Line have provided guidance.

5. COUNTY EXTENSION - Completed a segment on the Latch Key Program that was used for an informative cable television program in the Northern Illinois area. Additionally, the extension helped to provide sources of milk donations and could be utilized for other information.

6. TELEVISION STATIONS - All three of the commercial television stations in Rockford have done footage, or conducted live interviews with the program participants and have used them during evening telecasts.

7. PUBLICATIONS - A year ago when the grant was written, there was very little written information available on Latch Key Children. Since that time however, more material has become available including articles in Good Housekeeping (Sept. '84) Vision Plus (Aug. '84), Phi Delta Kappa (Dec. '84), Newsweek (Sept. 84), and The Handbook for Latch Key Children and Their Parents (Arbor House Publishers).

Every community certainly has their own individual resources to help make a program more meaningful. It takes time, but don't be afraid to tap them.

CHILD DEVELOPMENT AND CHILD CARE CLASS OVERVIEWS

The Child Care and Child Development classes are composed of the tenth, eleventh, and twelfth grade students. The general areas of study include: developing activities, goals and objectives for lesson plans to be implemented by the leaders of the Latch Key Program; and the continuing development of the child through age ten.

Child Development is a one semester level three vocational home economics course. It's curriculum could be composed of units in the Illinois Vocational Home Economics Teachers Curriculum Guide. Child care is a one semester level one, skill course for eleventh and twelveth graders. It is preceded by child development in a vocational sequence.

On one of the laboratory days, the instructor and students discuss any concerns, problems, and positive experiences derived from the Latch Key Program. Students are encouraged to express their opinions about their experiences with the program, in order that positive feelings can be maintained throughout the school year.

The students are evaluated on a weekly basis on their use of preparation time in class, readiness, and the actual leading experience. The students, the program coordinator, and the Child Care Instructor each play a part in this evaluation process.

One final classroom activity is the evaluation of the Latch Key Program. Evaluation forms from both the Child Care Students and the Latch Key parents have given us positive and encouraging feedback including a 56% increase in enrollment in the Child Care Program for 1985-86 (See appendices D,E,and F)

LESSON PLANS

The following pages are samples of the Child Care curriculum lesson plans (Page 9,10, and 11) and the resources that were used (pages 12 and 13). Pages 14,15, and 16 are samples of lesson plans developed by the Child Care leaders that were implemented in the Latch Key Program.

CHILD DEVELOPMENT

DAY 1

CONCEPT: LATCH KEY PROGRAM INTRODUCTION

OBJECTIVE: To identify the importance of being involved as teachers in the Latch Key Program.

LEARNING EXPERIENCES	RESOURCES/ASSIGNMENTS
Program Explanation a. "Teachers" Schedule b. Letter to Parents c. Grant d. Observation week by students Visit Facility a. Meet cordinator Discuss questions and answers a. Hand out Child Development topics (outline) Hand out W-2 forms	a. Write out "after school" schedule

EQUIPMENT NEEDED: School Calendar, W-2 Forms

CONCEPT: TEACHER LESSON PLANS

OBJECTIVE: To recognize and evaluate the correct procedures in writing lesson plans.

LEARNING EXPERIENCES	RESOURCES/ASSIGNMENTS
Discuss lesson plan format a. Weekly theme--activities will be centered around a weekly theme b. Objectives--specific tasks will be accomplished by children daily	
What makes up a latch-key child?	a. Articles on Latch Key children; Resource D and bibliograpy sources
Write out a lesson plan using Zoo/circus as the theme	

EQUIPMENT NEEDED: Overhead projector, overhead transparencies

CHILD DEVELOPMENT

DAY 3

CONCEPT: GOALS AND OBJECTIVES

OBJECTIVE: To identify terms that will allow for an understanding of establishing goals and objectives

LEARNING EXPERIENCES	RESOURCES/ASSIGNMENTS
Define goals, objective curriculum, theme, concept	a. Resource 12; chapter 22
List examples of goals for childrens development.	
Establish the proper procedures in order to accomplish a goal.	b. Resource 15; page 212
Practice using illustrative verbs when writing out objectives	c. <u>Assignment</u>: Write out objectives for lesson plan from yesterday

EQUIPMENT NEEDED:

RESOURCES

Reference
Number

#1 Cracckiolo, Rachelle, and Dupuy-Smith, Mary. February Activities for Primary Children. Teacher Created Materials, Sunset Beach, CA 1980

#7 Cracchiolo, Rachelle, and Dupuy-Smith, Mary. Christmas Activities for Primary Children. Teacher Created Materials, Sunset Beach, CA 1980

#3 Cracchiolo, Rachelle, and Dupuy-Smith, Mary. Saint Patrick's Day and Easter. Teacher Created Materials, Sunset Beach, CA 1980

#5 Cracchiolo, Rachelle, and Dupuy-Smith, Mary. September Activities. Teacher Created Materials, Sunset Beach, CA 1980

#10 Criteria for Selecting Play Equipment. Community Playthings, Rifton, NY 1981

#20 Dinkmeyer, Don, and McKay, Gary. Systematic Training for Effective Parenting. American Guidance Services, Circle Pines, MN 1976

#13 Draper, Mary Wanda, and Draper, Henry E. Caring For Children. Chas. A. Bennett Co., Peoria, IL 1979

#14 Draper, Mary Wanda, and Polk Lenorah. Caring for Children Teachers Resource Guide. Chas. A. Bennett Co., Peoria, IL 1979

#22 Gordon Thomas. Parent Effectiveness Training. New American Library, New York, NY 1975

#23 Gordan, Thomas. Parent Effectiveness Training: The "No-lose" Program for Raising Responsible Children. New York: Wyden, 1970

#15 Illinois Vocational Home Economics Curriculum Guide. Department of Adult, Vocational and Technical Education, Springfield, IL 1978

#11 Jenkins, Karen S. Kinder Krunchies, Discovery Toys, Pleasant Hills, CA 1982

#16 Long, Lynette. On My Own; The Kid's Self Care Book. Acropolis, 1984

#21 Medued, Eva. The World of Fad. Ginn and Company, Lexington, MA 1984

#12 Texas Technical University Curriculum. School of Home

Economics, Luddock, TX 1969

#19 Quick, Laura. Quick Art. Creative Teaching Press, Inc. Huntington Beach, CA 1982

#18 Watson, Terre and Wilt, Joy. Seasonal and Holiday Happenings. Creative Resources, Waco, TX 1978

#2 Weir, Wendy. February Fun. Teacher Created Materials, Sunset Beach CA 1982

#8 Weir, Wendy. Christmas Fun. Teachers Crated Materials, Sunset Beach CA 1982

#6 Weir, Wendy. Halloween and Thanksgiving Fun. Teachers Created Mateials, Sunset Beach, CA 1982

#17 Weir, Wendy. May/June Activities. Teacher Created Materials, Sunset Beach, CA 1982

#4 Weir, Wendy. Saint Patrick's Day and Easter Fun. Teacher Created Materials. Sunset Beach, CA 1982

#9 Westlake-Gum, Helen. Children-A Study in Individual Behavior. Ginn and Company, Lexington, MA 1977

LESSON PLANS GROUP..... DATE 9/7....

THEME..Zoo/Carnival.....SNACK. No-Bake Cookies.....BULLETIN BOARD.....

OBJECTIVES: The child will: 1. Apply their own make-up after instruction from teachers.
2. Keep their balance while running and hopping.

LEARNING EXPERIENCES	TIME	EQUIPMENT NEEDED
1. Peanut on the Spoon Race	15 minutes	peanuts, spoons, buckets
2. Kangaroo Races	20 minutes	----------
3. Snack Break	15 minutes	snack, milk
4. Clown Make-up Demonstration	15 mintues	old cosmetics
5. Make-up Children	30 minutes	old cosmetics, construction paper,(for ties, etc.) paper clips, scissors, crayons
6. Clown Show-off Contest	20 minutes	----------

RESOURCES:

LESSON PLANS GROUP..... DATE..1/15..

THEME Indoor/outdoor Activities.....SNACK..Apple Crisp.....BULLETIN BOARD.....

OBJECTIVES: The child will: 1. Identify different animals when playing charades.
2. Color and arrange Indian designs on totem posts.

LEARNING EXPERIENCES	TIME	EQUIPMENT NEEDED
1. Animal Charades	30 minutes	
2. Movie - Discuss film	30 minutes	
3. On My Own Sheets	15 minutes	On My Own Book
4. Snack	15 mintues	
5. Totem Posts - The children will make totem posts. They will color Indian designs and glue them on paper toweling rolls.	60 minutes	paper, crayons, paper towel rolls

24

25

RESOURCES: Learning Experience 3 - Resource 16 V12

LESSON PLANS GROUP..... DATE 3/4....

THEME. Preparation for St. Pat's Day.....SNACK..Carrot Cake.....BULLETIN BOARD.....

OBJECTIVES: The child will: 1. Demonstrate their ability of putting parts together on a Leprechaun.
2. Improve on their math skills while playing elf math.

LEARNING EXPERIENCES	TIME	EQUIPMENT NEEDED
1. Dancing Leprechaun's-mobile to put together	1 hour	Constuction paper, crayons, scissors, glue, paper punch, string, paper clips, brads.
2. Clean-up time	10 minutes	
3. Snack	20 minutes	
4. Elf Math Art - adding, subtracting, along with coloring	30 minutes	crayons
5. Free time/homework		
6. Clown Show-off Contest	20 minutes	

RESOURCES: Learning Experience 1 - Resource 3, pg. 1-5
Learning Experience 4 - Resource 3, pg 11

V7

To: Latch-Key Program Developers

Hopefully this booklet will give you some beginning ideas, suggestions and inspirations on how to set up your after school latch key programs.

Some problems may occur which will be indigenous to your situation but each group will have to face those situations as they arise. We do feel we have given you a good basis for a start and offer some information that has worked for us.

Remember that the benefits that your community and child development students derive from this project far outweigh any problems you will encounter.

Please contact us if you feel you need any further explanations or help.

Good Luck!

Julie and Trudy

Contact: Trudy Hamilton
815-335-2336

APPENDIX

Application Form for Project Coordinator

Name.....

Address.....

Telephone Number.....

Social Security Number.....

Briefly state your work experiences. State those that are experiences with children.

Name and address of Company	From - To	Describe work duties

Are there any experiences, skills, or qualifications which you feel would especially qualify you for this program?

Why do you feel you would be a good choice for the Project Coordinator of the "Latch-Key Kids" program?

Have you ever been involved in any recreational programs and/or their initiation and developments? If so, please explain.

Record of Education

School	Name and address	Graduate date	Major
High School			
College			
Other			

August 15, 1985

Dear Parent:

Welcome to our after-school Latch-Key Program! We are looking forward to another exciting year and will officially open our doors on Tuesday, September 3, 1985.

I have some information to share with you, and I'm sure that you have several questions to ask me. If possible, write those questions down on a piece of paper and bring it with you. Also, be sure to bring any pertinent information involving your child with you to the informational meeting. Our meeting will be held on Tuesday, August 27, for all parents. We will meet at Simon Elementary School in the Learning Center at 7:30 p.m. Attendance is required or your child may not be enrolled in the Latch-Key Program.

Feel free to call me at my home (335-2758) should you have questions before the meeting. I'm looking forward to meeting with you and getting our Program underway. Our Latch-Key Program has been designated as a model, demonstration program this year, and we expect an exciting and rewarding year for your child.

Sincerely,

Barbara Dowdakin

Project Coordinator

LATCH-KEY PROGRAM GUIDELINES

1. Child must be a registered participant.

2. Attendance is expected on a daily basis or a pre-arranged regular schedule.

3. Child is to wear or bring appropriate clothing for outdoor play.

4. Child must be picked up by 6:00 p.m. Failure to do so may result in dismissal from the program.

5. Cooperation of the child is expected. Discipline may be used in the interest of safety and consideration of others.

6. The Latch-Key Program will operate according to the Winnebago school calandar. The program will be held on those days designated as early dismissal days on the calendar. Should an emergency situation mandate an early dismissal, Latch-Key will not be held.

OFF-GROUNDS PERMISSION FORM

CHILD'S NAME.....

DESTINATION.....

DATE.....

TIME DEPARTING.....

TIME RETURNING.....

MONEY NEEDED.....

EXTRA CLOTHING OR EQUIPMENT.....

.....

PARENT(S) SIGNATURE:

.....

(PLEASE RETURN THIS SIGNED FORM AT LEAST 2 DAYS BEFORE TRIP)

Latch-Key Program

Parent Feedback

1. How and why do you use the Latch-Key Program, and does the program fill that need adequately?

_____

_____

_____

2. Is the Director:
   a) available and responsive to your children?_____
   b) available and responsive to parents?_____
   c) handling discipline to your satisfaction?_____
   d) handling safety to your satisfaction?_____
   e) promoting program attitude and objectives?_____
   comments:_____

_____

3. High School Teachers:
   a) Do you feel comfortable with their interactions with your child?

_____

   b) Would you feel comfortable with them as babysitters/child care workers in your home?_____

4. Do the provided nutritional snacks meet with your approval?_____

_____

5. Do you like the activities planned for your child?_____

_____

6. Does your child enjoy/talk about Latch-Key?_____
7. Do you feel at this time that you will use the services of the Latch-Key program next year?_____

8. At two dollars a day, child care is still a great bargin. Would the one dollar increase make it difficult for you to afford the Latch-Key Program?

_____

9. Are there any things in the current program that you would like to see done differently?_____

10. What do you, as a parent, like best about the program?_____

_____

11. Do you know of any other family that might be able to use the Latch-Key Program next year?_____

_____

STUDENT EVALUATION OF LATCH-KEY PROGRAM

1. Do you feel the Latch-Key Program is valid?

2. If you were a working parent would you want your child to be in a Latch-Key Program?

3. Do you feel more comfortable in working with children since you have completed the program? Explain your answer.

4. Do you feel the children have benefited from this program? How?

5. Do you feel you have benefited from this program? How?

6. What has been your most rewarding experience in working at Latch-Key?

7. What type of things would you like to see change for next year?

8. Do you feel it is an easy task to work with children as a career? Explain your answer.

9. Would you ever consider working with younger children as a career? Explain your answer?

10. If you were a parent and had your child in the Latch-Key Program, what type of activities would you want your child to be involved in?

11. Do you feel you were paid enough money for your services?

12. Would you have liked to work more, less of the same amount of hours throughout the year? Why?

13. Please write down any additional comments you have about the program.

RESULTS OF THE
STUDENT EVALUATION OF LATCH-KEY PROGRAM

1. Do you feel the Latch-Key Program is valid?
   yes - 100%

2. If you were a working parent would you want your child to be in a Latch-Key Program?
   yes - 100 % Reasons, safe, friends

3. Do you feel more comfortable in working with children since you have completed the program? Explain your answer.
   yes - 100% More easy to control, fun, see where they're coming from

4. Do you feel the children have benefited from this program? How? yes - 100% - learn to follow directions, listen, play with others, new games and crafts, respect for others.

5. Do you feel you have benefited from this program? How?
   yes - watch what I say around kids, handle different situations, every child is different and special, more tolerant with kids of different stages, control my temper.

6. What has been your most rewarding experience in working at Latch-Key? Know all children on a personal basis, babysitting, change in behavior of trouble maker, see in public and say "hi", money, things to make children happy, cards saying "I love you"

7. What type of things would you like to see change for next year? Variety of toys, more group activities, more money, new location, more field trips, more organization, rules established the first day, own room.

8. Do you feel it is an easy task to work with children as a career? Explain your answer.
   No - different emotions, need patience, am afraid, child has good/bad days. Yes - 50% rules established, because I like kids.

9. Would you ever consider working with younger children as a career? Explain your answer? Yes - 75% - I am working with kids, pediatrics nurse, preschool teacher, day care center, counselor for children at camp or day care. No - 25%

10. If you were a parent and had your child in the Latch-Key Program, what type of activities would you want your child to be involved in?
    Working with creativity activities, small and large motor skills, participation skills.

11. Do you feel you were paid enough money for your services?
    yes - 90% No - 10%

12. Would you have liked to work more, less of the same amount of hours throughout the year? Why?
    More - 40% - earn more money, children may forget you, experience same - 40% - not always enough patience, free time less - 20% - not enough money

13. Please write down any additional comments you have about the program.
    Want to work next year - great program keep it going.

REGISTRATON - LATCH-KEY PROGRAM

CHILD'S NAME.....

PARENT(S).....

ADDRESS.....

.....HOME PHONE.....

PARENT(S) WORKPLACE

....

....

PHONE..... PHONE.....

EMERGENCY PHONE IN CASE OF ACCIDENT OR ILLNESS

.....

SCHOOL:.....GRADE:.....

TEACHER:.....

MEDICATION PERMISSION

I,....., give permission to Barbara Dowdakin to administer childrens acetaminophen or aspirin in the recommended dosage to my child,..... I understand this medication will only be given to treat fever, flu symptoms, or serious headache complaints.

Signed,

.....

.....

-----Permission given to administer medicine only for the following reasons:

.....

.....

.....

To: Teachers of Latch-Key Kids

Your Student,....., will be participating in the after-school Latch-Key Kid Program. The program will be held in the McNair School learning center. Simon Latch-Key participants will ride the bus to McNair, so will need to be dismissed at the same time as other Simon students who ride the bus.

All other Latch-Key kids may be dismissed at the same time as the town students.

If you have any questions or suggestions, please contact me at home, (335-2758), or drop by the program after school.

Barb Dowdakin
Director, Latch-Key Program

May 14, 1986

Dear Parents:

The term "latch-key kid" is used to refer to the child who goes home after school to an unsupervised environment. Working parents faced with this situation are sometimes unaware that any alternate options exist.

If you are a working parent, and your kindergarten through fifth grade child fills this description, a healthy and safe option is available to you in Winnebago School District #323. The after-school Latch-Key Program at Simon Elementary School provides a safe, recreational, supervised activity from 3:10 until 6:00 P.M. every school day. Your child will have the benefit of an after school nutritional snack, play time with children his/her own age, crafts, activities, and outdoor play. The Latch-Key Program is supervised by an adult and by three high school students, who are also enrolled in a child development/child care class. This unique and exciting program has been available for the past two years and is provided to you for a minimal fee of $2.00 per day per child.

Registration is underway for the 1986-87 school year, and many of the Latch-Key Kids presently being served will be returning in the fall. However, there are spaces available for those who desire to participate. Registration, additional program information, and even the chance to visit the program can be arranged by calling Paula Price at Simon Grade School (335-2319). Don't let your child be left out of this valuable program! Make plans and register your child now!

Sincerely,

Julie Nichols

Julie Nichols

Trudy Hamilton

Trudy Hamilton
Project Directors

Winnebago High School

Winnebago, Illinois 61088 815-335-2336

March 7, 1986

Village of Winnebago
Finance Committee
Winnebago, Illinois 61088

Dear Mr. Burns:

The Latch-Key program that has been operating in Winnebago for the past two years has accomplished several goals. First and foremost, this after-school program has provided meaningful laboratory experiences for the high school child development and child care students who develop the activities that take place. Additionally, approximately thirty K-5 graders are provided with quality after-school care and a nutritional snack. The positive media attention that the community has received from this program and the peace-of-mind that its citizens can feel cannot be underestimated.

But, the research and development grant that has funded this program through the State Board of Education Department of Adult, Vocational, and Technical Education will no longer be available. For school year 1986-87 over $10,000 will be needed to finance the Latch-Key program. This amount will only meet minimal expenses and will require a two dollar per day per child cost to the parents. Recognizing that in some situations this is not a reasonable expectation, we feel that helping to fund the Latch-Key program is an excellent opportunity for community service groups to work together toward a common goal. Looking at the number of groups receiving benefits--high school students, elementary students, and the community--we would like to request that the Community Development Fund be used to help defray the cost of the adult, project coordinator who supervises the after-school program. The estimated expense in this catagory is $5,000. The Fans Club has been approached to provide $2,500 and we would like to suggest that the Community Development Fund provide the other half.

The opportunity to become a part of unique and quality causes that service a diversity of age groups does not happen frequently. But, by helping to fund the Latch-Key program, you can become involved in a meaningful, quality venture.

Very sincerely,

Trudy Hamilton

Julie Nichols
Project Directors

Name:_____ Address:_____

Parents:_____ Home Phone:_____

Workplace: Mother_____/ Father_____

Workplace: Mother_____/ Father_____

Month:_____	Month:_____	Month:_____
Date Day	Date Day	Date Day
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30/31	30/31	30/31
Total Days:____	Total Days:____	Total Days:____
Amount Paid:____	Amount Paid:____	Amount Paid:____

Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777

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Ted Sanders
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